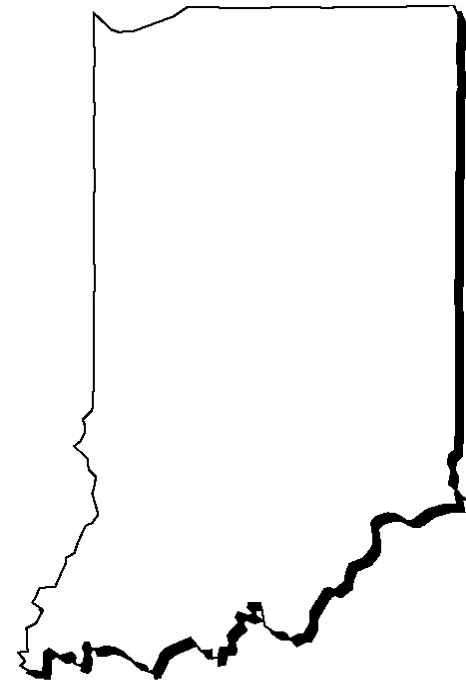


Literacy by Design

Grade K

correlated to the

**Indiana Academic Standards
English/Language Arts,
Grade K**



**Houghton Mifflin Harcourt
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Grade K**

correlated to the

**Indiana Academic Standards
English/Language Arts
Grade K**

Standard	Descriptor	Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
<i>Concepts About Print</i>		
K.1.1	Identify the front cover, back cover, and title page of a book.	<u>Comprehensive Teacher's Guide</u> 26, 158, 356, 422 <u>Small Group Reading Teacher's Guide</u> 24, 89, 154, 184, 189
K.1.2	Follow words from left to right and from top to bottom on the printed page.	<u>Comprehensive Teacher's Guide</u> 26, 290, 452 <u>Small Group Reading Teacher's Guide</u> 59, 74, 179, 189
K.1.3	Understand that printed materials provide information.	<u>Comprehensive Teacher's Guide</u> 20, 114, 190, 247, 294, 514 <u>Small Group Reading Teacher's Guide</u> 279

Standard	Descriptor	Citations
K.1.4	Recognize that sentences in print are made up of separate words	<p><u>Comprehensive Teacher's Guide</u> 8, 14, 16, 29, 172, 178, 180, 184, 188, 212, 272, 316, 448</p> <p><u>Small Group Reading Teacher's Guide</u> 6, 8, 11, 13, 16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 84, 199, 224</p>
K.1.5	Distinguish letters from words.	<p><u>Comprehensive Teacher's Guide</u> 8, 19, 52, 56, 158, 218, 227, 230, 244, 254</p> <p><u>Small Group Reading Teacher's Guide</u> 99, 169</p>

Standard	Descriptor	Citations
K.1.6	Recognize and name all capital and lowercase letters of the alphabet.	<p><u>Whole Class Charts</u> Volume 1: 20, 30, 35, 40, 45, 48, 50, 55, 60, 65, 70, 75, 80 Volume 2: 90, 95, 100, 105, 110, 115, 120, 135, 140, 145, 150, 155, 160</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 17, 20, 24, 26, 27, 30, 32, 40, 46, 49, 50, 52, 56, 58, 59, 62, 64, 74, 80, 82, 83, 84, 86, 92, 93, 96, 98, 106, 112, 114, 116, 118, 122, 124, 125, 126, 128, 130, 140, 146, 149, 150, 152, 156, 158, 160, 164, 172, 178, 182, 184, 188, 190, 194, 196, 206, 212, 216, 218, 222, 224, 226, 228, 230, 238, 244, 247, 248, 250, 254, 256, 258, 272, 278, 281, 282, 284, 288, 290, 291, 292, 294, 296, 304, 310, 314, 320, 322, 326, 328, 338, 344, 348, 350, 354, 356, 358, 370, 376, 378, 379, 380, 382, 386, 388, 390, 394, 404, 410, 414, 420, 428, 436, 442, 444, 446, 448, 452, 454, 458, 470, 476, 478, 479, 480, 482, 486, 488, 489, 490, 492, 494, 502, 508, 510, 512, 514, 518, 520, 522, 524, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 149</p>

Standard	Descriptor	Citations
<i>Phonemic Awareness</i>		
K.1.7	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.	<u>Comprehensive Teacher's Guide</u> 50, 52, 140, 152, 156, 238, 254, 470, 476 <u>Small Group Reading Teacher's Guide</u> 9–10, 39–40, 46–47, 51–52, 76–77, 91–92, 96–97, 106–107, 121–122, 126–127, 131–132, 136–137, 141–142, 146–147, 151–152, 156–157, 161–162, 166–167, 171–172, 176–177, 181–182, 186–187, 191–192, 196–197, 201–202, 206–207, 211–212, 221–222, 226–227, 231–232, 236–237, 241–242, 246–247, 251–252, 256–257, 261–262, 266–267, 271–272, 276–277
K.1.8	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. Example: Listen to the word <i>bat</i> and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word <i>brother</i> .	<u>Whole Class Charts</u> Volume 1: 48, 80 <u>Comprehensive Teacher's Guide</u> 40, 156, 158, 160, 162, 164, 212, 238, 256, 258, 260, 262, 354, 356, 358, 362, 420, 422, 424, 436, 442, 444, 448, 518, 520, 526

Standard	Descriptor	Citations
K.1.9	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words. Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.	<p><u>Whole Class Charts</u> Volume 1: 50, 80 Volume 2: 110, 130, 160</p> <p><u>Comprehensive Teacher's Guide</u> 140, 149, 152, 156, 158, 159, 160, 162, 164, 178, 247, 250, 254, 256, 257, 258, 260, 262, 288, 313, 314, 323, 350, 354, 356, 357, 358, 360, 362, 382, 404, 410, 412, 414, 416, 420, 422, 423, 424, 426, 428, 436, 442, 444, 448, 486, 488, 490, 494, 502, 508, 510, 511, 514, 518, 520, 521, 522, 524, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 9, 10, 39, 40, 42, 46, 51, 76, 91, 96, 106, 141, 143, 146, 151, 156, 162, 171, 176, 181, 196, 211, 231, 236, 241, 246, 251, 256, 261, 276</p>
K.1.10	Say rhyming words in response to an oral prompt. Example: Say a word that rhymes with <i>cat</i> .	<p><u>Whole Class Charts</u> Volume 2: 140</p> <p><u>Comprehensive Teacher's Guide</u> 40, 46, 48, 52, 90, 92, 94, 98, 152, 206, 212, 214, 218, 272, 278, 280, 284, 320, 322, 324, 328, 350, 452, 454, 456, 460</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 5, 19, 20, 121–122, 126–127, 131–132, 136–137, 144, 166–167, 186–187, 191–192, 201–202, 206–207, 221–222, 226–227, 266–267, 271–272</p> <p><u>Essential Resource Guide</u> 4</p>

Standard	Descriptor	Citations
K.1.11	Listen to one-syllable words and tell the beginning or ending sounds. Example: Tell what sound you hear at the beginning of the word <i>girl</i> .	<p><u>Whole Class Charts</u> Volume 1: 5, 10, 20, 25, 30, 40, 60, 65, 70 Volume 2: 85, 90, 95, 100, 115, 120, 125, 135, 140, 145, 150</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 18, 24, 26, 32, 40, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 90, 92, 93, 96, 98, 106, 112, 114, 116, 118, 122, 124, 125, 126, 128, 130, 140, 161, 172, 178, 181, 182, 184, 188, 190, 191, 194, 206, 212, 215, 216, 222, 224, 225, 226, 228, 230, 272, 278, 282, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 322, 326, 370, 376, 378, 379, 380, 382, 386, 388, 390, 392, 394, 404, 410, 442, 445, 446, 452, 454, 458, 470, 476, 478, 480, 482, 486, 488, 492, 494</p> <p><u>Small Group Reading Teacher's Guide</u> 24, 25, 34, 35, 41–42, 56–57, 61–62, 66–67, 71–72, 81–82, 86–87, 101–102, 111–112, 116–117, 216–217</p> <p><u>Essential Resource Guide</u> 3, 4, 21, 22</p>

Standard	Descriptor	Citations
K.1.12	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	<p><u>Whole Class Charts</u> Volume 1: 5, 10, 15, 20, 25, 30, 35, 40, 45, 60, 65, 70, 80 Volume 2: 85, 90, 95, 100, 105, 110, 115, 120, 125, 135, 140, 145, 150, 155, 160</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 17, 18, 20, 24, 26, 30, 32, 40, 46, 50, 52, 56, 58, 64, 74, 80, 82, 84, 86, 90, 92, 93, 96, 98, 106, 112, 114, 116, 118, 122, 124, 125, 126, 128, 130, 140, 146, 148, 149, 150, 152, 172, 178, 181, 182, 184, 188, 190, 191, 194, 206, 212, 215, 216, 222, 224, 226, 228, 230, 238, 244, 247, 248, 250, 254, 258, 272, 278, 282, 288, 290, 292, 294, 296, 304, 310, 314, 316, 322, 326, 338, 344, 348, 350, 354, 356, 358, 370, 376, 378, 379, 380, 382, 386, 388, 390, 392, 404, 410, 436, 442, 446, 448, 452, 454, 458, 470, 476, 478, 480, 482, 486, 488, 492, 494, 502, 508, 512, 518, 520, 522</p> <p><u>Small Group Reading Teacher's Guide</u> 6, 8, 11, 13, 16, 21, 23, 26, 28, 31, 33, 36, 38, 84, 99, 169, 199, 224</p>
K.1.13	Count the number of syllables in words.	<p><u>Whole Class Charts</u> Volume 1: 60</p> <p><u>Comprehensive Teacher's Guide</u> 24, 26, 28, 32, 188, 190, 192, 196</p> <p><u>Small Group Reading Teacher's Guide</u> 14, 15, 29, 30</p>

Standard	Descriptor	Citations
<i>Decoding and Word Recognition</i>		
K.1.14	Match all consonant sounds (<u>mad</u> , <u>red</u> , <u>pin</u> , <u>top</u> , <u>sun</u>) to appropriate letters.	<p><u>Whole Class Charts</u> Volume 1: 10, 30, 40, 60</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 17, 18, 20, 24, 26, 27, 30, 32, 40, 49, 50, 52, 56, 58, 62, 64, 74, 80, 82, 83, 84, 86, 90, 92, 93, 94, 96, 98, 106, 112, 114, 116, 118, 122, 124, 125, 128, 130, 140, 172, 178, 184, 190, 191, 194, 196, 206, 212, 216, 222, 224, 225, 226, 228, 230, 278, 281, 284, 288, 290, 291, 292, 294, 296, 304, 310, 313, 314, 316, 320, 322, 326, 370, 376, 378, 379, 380, 382, 386, 388, 414, 436, 442, 446, 452, 454, 460, 488</p> <p><u>Small Group Reading Teacher's Guide</u> 24, 25, 34, 35, 56, 57, 61, 62, 66, 67, 71, 72, 81, 82, 86, 87, 101, 102, 111, 112, 116, 117, 216, 217</p> <p><u>Essential Resource Guide</u> 21</p>

Standard	Descriptor	Citations
K.1.15	Read one-syllable and high-frequency (often-heard) words by sight.	<p><u>Whole Class Charts</u> Volume 1: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80 Volume 2: 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160</p> <p><u>Comprehensive Teacher's Guide</u> 16, 28, 40, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 346</p> <p><u>Essential Resource Guide</u> 3, 21, 22</p>
K.1.16	Use self-correcting strategies when reading simple sentences.	<p><u>Comprehensive Teacher's Guide</u> 152, 157, 159, 163, 355</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 143, 238</p>
K.1.17	Read their own names.	N/A

Standard	Descriptor	Citations
K.1.18	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	<p><u>Comprehensive Teacher's Guide</u> 19, 20, 52, 140, 158</p> <p><u>Small Group Reading Teacher's Guide</u> Students understand the alphabetic principle in Teach Phonemic Awareness/Phonics throughout the program. For example, see: 41–42, 56–57, 66–67, 91–92, 111–112, 121–122, 141–142, 166–167, 181–182, 196–197, 211–212, 221–222, 236–237, 251–252, 276–277</p> <p><u>Essential Resource Guide</u> 21, 22</p>
K.1.19	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	<p><u>Comprehensive Teacher's Guide</u> 32, 60, 114</p>
<i>Vocabulary and Concept Development</i>		
K.1.20	Identify and sort common words in basic categories. Example: Tell whether the words <i>blue</i> , <i>yellow</i> , and <i>red</i> are colors, shapes, or foods. Tell the names of some favorite colors.	<p><u>Whole Class Charts</u> Volume 1: 14, 22</p> <p><u>Comprehensive Teacher's Guide</u> 8, 15, 24, 26, 28, 46, 51, 74, 80, 84, 85, 90, 94, 96, 224, 494</p> <p><u>Small Group Reading Teacher's Guide</u> 42, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277</p>

Standard	Descriptor	Citations
K.1.21	Identify common signs and symbols. Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.	<p><u>Whole Class Charts</u> Volume 2: 131, 133</p> <p><u>Comprehensive Teacher's Guide</u> 294, 436, 444, 446, 448, 452, 453, 454, 458, 460</p> <p><u>Small Group Reading Teacher's Guide</u> Introduce High-Frequency Words: 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278</p>
K.1.22	Listen to stories read aloud and use the vocabulary in those stories in oral language.	<p><u>Whole Class Charts</u> Volume 1: 2, 4 Volume 2: 94, 104, 114, 124, 134, 144, 154</p> <p><u>Comprehensive Teacher's Guide</u> 9, 10, 14, 16, 18, 24, 26, 29, 50, 82, 84, 94, 150, 162, 228, 230, 238, 248, 250, 272, 273, 282, 284, 288, 290, 292, 294, 304, 310, 312, 314, 316, 320, 322, 324, 328, 344, 345, 346, 348, 350, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394, 404, 410, 414, 416, 420, 422, 424, 426, 428, 436, 442, 444, 446, 448, 452, 454, 456, 460, 470, 476, 478, 480, 482, 486, 488, 490, 492, 494, 502, 508, 510, 512, 514, 518, 520, 522, 524, 526</p>

Standard	Descriptor	Citations
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
<i>Structural Features of Informational and Technical Materials</i>		
K.2.1	Locate the title and the name of the author of a book.	<p><u>Comprehensive Teacher's Guide</u> 49, 356</p> <p><u>Small Group Reading Teacher's Guide</u> 34, 89, 104–105, 184, 189</p>
K.2.2	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content. Example: Tell how and where bees gather pollen after listening to a book about bees such as <i>The Honeymakers</i> by Gail Gibbons.	<p><u>Whole Class Charts</u> Volume 1: 1, 2, 13, 21, 26, 38, 41, 43, 51, 63, 71 Volume 2: 81, 91, 123, 131</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 46, 74, 80, 118, 122, 126, 140, 146, 150, 172, 184, 212, 238, 244, 250, 256, 272, 304, 310, 313, 339, 388, 390, 410, 436, 442, 514, 518, 519, 520</p> <p><u>Small Group Reading Teacher's Guide</u> 98–99, 104, 119, 183, 189, 199, 200, 244, 250, 254, 255, 260, 264, 269, 274, 279</p> <p><u>Essential Resource Guide</u> 7, 8, 15, 16</p>

Standard	Descriptor	Citations
K.2.3	Generate and respond to questions (<i>who, what, where</i>).	<p><u>Whole Class Charts</u> Volume 1: 1, 2, 13, 21, 22, 24, 31, 38, 41, 43, 51, 63, 71 Volume 2: 81, 91, 123, 131, 133, 141, 151</p> <p><u>Comprehensive Teacher's Guide</u> 8, 9, 10, 11, 14, 46, 74, 75, 80, 116, 117, 118, 122, 125, 126, 128, 130, 140, 146, 172, 180, 181, 206, 207, 212, 238, 244, 250, 256, 259, 272, 304, 310, 344, 388, 410, 436, 442, 444, 448, 460, 470, 502, 519, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 34, 39, 84, 85, 89, 90, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 185, 189, 195, 199, 244, 245, 249, 254, 258, 259, 264, 269, 275, 279</p>
K.2.4	Identify types of everyday print materials. Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.	<p><u>Whole Class Charts</u> Volume 1: 38</p> <p><u>Comprehensive Teacher's Guide</u> 114, 115, 124, 226, 294</p> <p><u>Small Group Reading Teacher's Guide</u> 124–125</p>

Standard	Descriptor	Citations
K.2.5	Identify the order (first, last) of information. Example: Listen to and look at the information in a book such as <i>Going on a Whale Watch</i> by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.	<u>Whole Class Charts</u> Volume 2: 142, 146 <u>Comprehensive Teacher's Guide</u> 15, 47, 49, 61, 64, 81, 127, 130, 147, 161, 213, 245, 262, 328, 457, 460, 470, 476, 522, 523, 526 <u>Small Group Reading Teacher's Guide</u> 53, 58, 133
3. READING: Comprehension and Analysis of Literary Text		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
K.3.1	Distinguish fantasy from reality. Example: Listen to <i>The Day Jimmy's Boa Ate the Wash</i> , Trinka Hakes Noble's story about a class field trip to a farm, and <i>Farming</i> , Gail Gibbons' nonfiction book about farming. Tell how these two books are different.	<u>Comprehensive Teacher's Guide</u> 92, 322 <u>Small Group Reading Teacher's Guide</u> 54–55, 214–215
K.3.2	Retell (beginning, middle, end) familiar stories. Example: Retell the story of a folktale, such as the version of <i>The Three Little Pigs</i> by Steven Kellogg.	<u>Comprehensive Teacher's Guide</u> 29, 32, 83, 95, 98, 113, 149, 179, 215, 225, 227, 228, 230, 281, 296, 362, 377, 394, 411, 413, 425, 428, 443, 477, 491, 509

Standard	Descriptor	Citations
K.3.3	Identify characters, settings, and important events in a story. Example: Identify the main characters in a story, such as <i>Noisy Nora</i> by Rosemary Wells. Describe the setting in a familiar story, such as <i>Goodnight Moon</i> by Margaret Wise Brown. Retell the important events in a story, such as the folktale <i>Jack and the Beanstalk</i> .	<p><u>Whole Class Charts</u> Volume 1: 31 Volume 2: 147</p> <p><u>Comprehensive Teacher's Guide</u> 17, 32, 83, 84, 86, 90, 106, 107, 148, 149, 215, 218, 280, 281, 289, 296, 480, 481, 482, 486, 487, 488, 492, 494</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 9, 14, 19, 24, 29, 44, 45, 49, 50, 55, 60, 65, 70, 75, 79, 125, 130, 135, 140, 145, 155, 205, 209, 210, 215, 218, 220, 225, 230, 235, 239, 240</p>
K.3.4	Identify favorite books and stories.	<p><u>Comprehensive Teacher's Guide</u> 477</p> <p><u>Small Group Reading Teacher's Guide</u> 5</p>

Standard	Descriptor	Citations
K.3.5	Understand what is heard or seen by responding to questions (<i>who, what, where</i>).	<p><u>Whole Class Charts</u> Volume 1: 3, 11, 27, 31 Volume 2: 112, 116</p> <p><u>Comprehensive Teacher's Guide</u> 16, 20, 24, 28, 40, 82, 83, 84, 85, 86, 96, 106, 215, 370, 376, 421</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279</p>
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
K.4.1	Discuss ideas to include in a story.	<p><u>Comprehensive Teacher's Guide</u> 9, 15, 25, 41, 47, 51, 57, 59, 63, 75, 83, 85, 91, 95, 97, 107, 119, 123, 125, 129, 141, 147, 149, 151, 153, 157, 159, 161, 163, 173, 189, 191, 193, 207, 213, 215, 217, 223, 225, 227, 229, 239, 257, 259, 273, 279, 283, 289, 295, 305, 311, 313, 321, 323, 325, 327, 339, 345, 347, 349, 355, 357, 359, 361, 405, 411, 413, 421, 423, 425, 427</p>
K.4.2	Tell a story that the teacher or some other person will write.	<p><u>Comprehensive Teacher's Guide</u> 9, 15, 27, 41, 47, 49, 59, 63, 75, 81, 83, 93, 107, 113, 123, 125, 141, 147, 149, 157, 159, 163, 173, 179, 189, 191, 193, 213, 217, 225, 227, 257, 279, 289, 291, 305, 311, 321, 323, 345, 357, 423</p>

Standard	Descriptor	Citations
K.4.3	Write using pictures, letters, and words.	<p><u>Comprehensive Teacher's Guide</u> 9, 15, 17, 21, 25, 28, 29, 30, 33, 41, 47, 49, 50, 51, 52, 53, 56, 56, 57, 58, 59, 60, 61, 62, 64, 65, 74, 75, 82, 83, 84, 87, 90, 91, 92, 93, 94, 95, 96, 99, 107, 112, 113, 114, 115, 119, 122, 123, 124, 125, 127, 128, 129, 131, 146, 147, 148, 149, 150, 153, 156, 157, 158, 159, 161, 162, 165, 173, 178, 180, 181, 182, 184, 185, 188, 189, 190, 191, 193, 194, 195, 197, 207, 212, 213, 215, 216, 218, 219, 222, 223, 224, 225, 226, 227, 228, 229, 231, 239, 244, 245, 246, 247, 248, 251, 255, 256, 257, 258, 259, 260, 263, 273, 278, 279, 280, 281, 282, 285, 288, 289, 290, 293, 295, 297, 305, 310, 312, 313, 314, 315, 316, 317, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 339, 344, 345, 346, 347, 348, 350, 351, 354, 355, 357, 359, 360, 361, 363, 376, 378, 380, 386, 387, 388, 390, 392, 405, 410, 411, 412, 413, 416, 417, 420, 421, 422, 423, 425, 426, 429, 442, 444, 446, 454, 455, 456, 458, 460, 476, 478, 480, 482, 488, 490, 492, 508, 518, 520, 524</p> <p><u>Small Group Reading Teacher's Guide</u> 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275</p> <p><u>Essential Resource Guide</u> 1, 2, 9, 10, 11, 12, 17, 18, 19, 20</p>
K.4.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Example: Write correctly simple words, such as <i>man</i> , <i>cat</i> , and <i>run</i> , and spell other words as they sound, such as <i>whale</i> as <i>wal</i> , <i>jumps</i> as <i>jmps</i> , and <i>bigger</i> as <i>bigr</i> , showing an understanding of what letters represent certain sounds.	<p><u>Comprehensive Teacher's Guide</u> 19, 61, 229, 293, 361, 391, 425, 453, 489, 523</p>
K.4.5	Write by moving from left to right and from top to bottom.	<p><u>Comprehensive Teacher's Guide</u> 255, 259, 261, 456, 459</p>

Standard	Descriptor	Citations
<i>Research Process and Technology</i>		
K.4.6	Ask <i>how</i> and <i>why</i> questions about a topic of interest.	<u>Comprehensive Teacher's Guide</u> 173, 245, 503, 519
K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	<u>Comprehensive Teacher's Guide</u> 90, 173, 189, 256, 437, 503
K.4.8	Organize and classify information into categories of how and why or by color or size.	<u>Comprehensive Teacher's Guide</u> 57, 90, 94, 183, 229
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
K.5.1	Draw pictures and write words for a specific reason. Example: Draw a picture or write to a friend or a family member to tell about something new at school.	<u>Comprehensive Teacher's Guide</u> 9, 15, 17, 21, 25, 28, 29, 30, 33, 41, 47, 48, 49, 50, 51, 52, 53, 56, 57, 58, 59, 60, 61, 62, 64, 65, 74, 75, 82, 83, 84, 85, 87, 90, 91, 95, 107, 115, 123, 157, 161, 181, 183, 184, 193, 207, 215, 223, 227, 239, 245, 247, 248, 251, 255, 259, 263, 273, 279, 289, 305, 321, 322, 371, 377, 379, 383, 387, 389, 391, 393, 395, 437, 443, 445, 447, 449, 453, 455, 457, 459, 461, 471, 477, 479, 481, 483, 487, 489, 491, 493, 495, 503, 509, 511, 513, 515, 519, 521, 523, 525, 527 <u>Small Group Reading Teacher's Guide</u> 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275 <u>Essential Resource Guide</u> 1, 2, 9, 10, 11, 12, 17, 18, 19, 20
K.5.2	Draw pictures and write for specific people or persons. Example: Write or dictate an invitation to a parent to attend a classroom event.	<u>Small Group Reading Teacher's Guide</u> 45, 60, 225, 275 <u>Essential Resource Guide</u> 1, 2, 9, 10, 11, 12, 17, 18, 19, 20

Standard	Descriptor	Citations
6. WRITING: English Language Conventions		
<i>Handwriting</i>		
K.6.1	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	<u>Comprehensive Teacher's Guide</u> 16, 18, 28, 30, 48, 50, 52, 60, 61, 62, 64, 82, 84, 86, 87, 94, 96, 114, 116, 126, 127, 128, 130, 148, 150, 161, 180, 182, 184, 192, 194, 214, 216, 218, 226, 228, 246, 248, 250, 280, 282, 293, 294, 312, 314, 315, 324, 325, 326, 327, 346, 348, 350, 362, 378, 380, 381, 382, 390, 392, 394, 412, 414, 416, 428, 445, 446, 456, 458, 478, 480, 482, 487, 490, 491, 492, 494, 495, 512, 523, 527
<i>Spelling</i>		
K.6.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. Example: Spell correctly common words, such as <i>cat</i> , or spell by how the word sounds, such as <i>kat</i> .	<u>Whole Class Charts</u> Volume 1: 5, 10, 15 <u>Comprehensive Teacher's Guide</u> 16, 19, 28, 31, 48, 523, 525 <u>Essential Resource Guide</u> 3, 21, 22

Standard	Descriptor	Citations
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
<i>Comprehension</i>		
K.7.1	Understand and follow one- and two-step spoken directions.	<p><u>Comprehensive Teacher's Guide</u> 113, 378</p> <p><u>Small Group Reading Teacher's Guide</u> 1, 6, 11, 14, 16, 21, 26, 31, 36</p>
<i>Oral Communication</i>		
K.7.2	Share information and ideas, speaking in complete, coherent sentences.	<p><u>Whole Class Charts</u> Volume 1: 3 Volume 2: 113</p> <p><u>Comprehensive Teacher's Guide</u> 9, 11, 15, 16, 21, 27, 30, 33, 41, 43, 50, 57, 60, 61, 63, 81, 87, 90, 91, 95, 97, 99, 116, 119, 125, 131, 140, 147, 149, 152, 153, 165, 185, 193, 197, 213, 219, 231, 251, 259, 263, 285, 291, 297, 317, 329, 351, 363, 377, 378, 379, 381, 383, 387, 389, 391, 393, 395, 417, 423, 425, 427, 429, 445, 447, 449, 453, 457, 461, 483, 489, 495, 515, 525, 527</p> <p><u>Small Group Reading Teacher's Guide</u> covered throughout the program. For example, see: 3, 5, 8, 10, 28, 30, 40, 53, 55, 65, 78, 80, 88, 100, 103, 105, 113, 128, 138, 140, 160, 168, 193, 200, 208, 210, 213, 230, 248, 253, 255, 263, 270, 278, 280</p>

Standard	Descriptor	Citations
<i>Speaking Applications</i>		
K.7.3	Describe people, places, things (including their size, color, and shape), locations, and actions.	<p><u>Whole Class Charts</u> Volume 1: 33, 73 Volume 2: 113, 123</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 15, 16, 18, 41, 50, 57, 85, 86, 91, 92, 93, 96, 97, 107, 113, 114, 115, 116, 118, 123, 129, 140, 141, 147, 179, 183, 188, 194, 213, 217, 223, 225, 227, 229, 246, 259, 313, 321, 371, 377, 378, 379, 381, 386, 387, 389, 391, 393, 395, 412, 421, 422, 423, 425, 456, 458, 525</p> <p><u>Small Group Reading Teacher's Guide</u> 21, 28, 46, 63, 71, 81, 126, 211</p>
K.7.4	Recite short poems, rhymes, and songs.	<p><u>Whole Class Charts</u> Volume 1: 78 Volume 2: 108, 128, 138</p> <p><u>Comprehensive Teacher's Guide</u> 20, 24, 25, 56, 90, 122, 156, 188, 222, 250, 254, 260, 284, 288, 320, 354, 386, 420, 448, 452, 486, 490</p> <p><u>Small Group Reading Teacher's Guide</u> 100, 130</p>

Standard	Descriptor	Citations
K.7.5	Tell an experience or creative story in a logical sequence (chronological order, first, second, last).	<p><u>Comprehensive Teacher's Guide</u> 15, 17, 25, 41, 49, 57, 83, 93, 95, 129, 147, 207, 215, 225, 411, 479</p> <p><u>Small Group Reading Teacher's Guide</u> 58</p>